**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title: Wanted a Few Good Friends** | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s):**   1. How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? 2. Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Paper with character traits written on it from yesterday.** * **Pencils** * **Writing paper** * **Classroom large enough to fit more than 1 class in it at one time** * **White board and markers to record data** | | | | * **Venn Diagram** * **Survey** * **Character traits** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading/Speaking and Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **I Can Statement(s): I can identify traits of good friends.**  **Instructional Plan:**   * Teacher and students will revisit the character traits we talked about yesterday. Teacher will inform the students that we will now do the survey with the other first grade classes. * Once the other first grade classes come into 1 room they will go to the corner of the room that displays the character trait they chose yesterday. Teacher will compile the data and post it on the board. * Teachers will record the data to take back to their classrooms. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **I Can Statement(s): I can write about friendship traits.**  **Instructional Plan:**   * **Once back in their own classrooms teacher and students will discuss the results of their survey. Teachers will use the data to assist the children in writing about the data.**   **For example: Our Frienship Survey found that \_\_\_\_\_\_\_\_\_\_ was the most popular friendship trait to have. I think that was picked by the most people because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_ was the least favorite character trait. I think it was the least favorite because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening** | | | | |
| **Closing/Summarizing Strategy** | Teacher can revisit the rules song they learned for reinforcement. Teacher can also discuss how students should act towards their friends. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **Students can add sentences to their writing telling what they picked and why.** | | * **Teacher can work with small groups of lower level students to dictate the sentences to them to assist them in writing.** | | | * **Same as the intervention strategy.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher observation and writing students create. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*